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ABSTRACT

The paper discusses how the Rugg social studies materials influenced subsequent social studies curricula and parallel the "New" Social Studies Curricula of the 1960s. Harold O. Rugg, trained as an engineer and, later, as an educational psychologist, developed, promoted, and refined his social studies materials over a 17 year period from 1921-1938. He was assisted by a team of teachers and graduate students at Teachers College, Columbia, in New York. His materials were unique in being: (1) the first nationally developed social studies materials; (2) the first social studies materials developed specifically for junior high school students; and (3) the first curriculum materials to compile data from a diverse team of experts. The materials reached their zenith of popularity in the late 1920s and early 1930s and were frequently revised within those years so that their topical quality would be maintained. Rugg's materials reflected his concern for training students to deal intelligently with the problems of a changing society. Although they have been criticized for being based on insufficient research, their conceptual structure is considered to be excellent. (Author/MK)

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Murry R. Nelson

The Development of the Rugg Social Studies Materials

Today, the social studies curriculum is not a very controversial subject, in and of itself. Some of the contents of such curricula may arouse controversy, but the mere existence of social studies is a mundane, forgone conclusion. Sixty years ago this was not the case. In fact, there were very few people using the term social studies then, and even fewer had any notion of what it was. "Others used the term social studies before Rugg, but they didn't really understand it. Rugg was the first to really grasp the meaning of the social studies."[1] There were, of course, no social studies texts -- there were no social studies courses!

Out of this emptiness, Harold O. Rugg created, wrote, mass produced, marketed and revised the first curriculum series on a nationwide basis in the social studies. This grandiose scheme was viewed with surprise, even incredulity, by many educators because of Rugg's innovative ideas on curriculum making particularly, social studies curricula. Today this is commonplace, but Harold Rugg was the first great curriculum developer. His models of curriculum development were built upon by others and distinct parallels can be made between Rugg's social studies curriculum and the "New" Social Studies Curricula of the 1960's. Rugg's work then should be viewed in this context and his contributions to social studies curriculum development can not be overemphasized.

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Rugg, the curriculum maker, emerged from a diverse background of engineering, psychology and new frontier thinking (the latter term being popularized by Rugg). Rugg affected and influenced, in varying degrees, an entire generation of school children.

Through his curriculum (and in many other ways) Rugg advocated and perfected the total integration of the social sciences into social studies and, as mentioned, was the first to emphasize the distinction properly. "Rugg has abolished the artificial divisions existing between history, geography, civics, economics and sociology, and grouped the material under one natural heading--social studies--designed to help the student to understand and deal intelligently with the problems of contemporary life."[4] By abolishing these divisions, Rugg was able to portray the strands of the curriculum in various conceptual schemes, e.g., property, power, immigration. These are viewed historically at times, but the other social sciences are fully integrated into any historical discussion. At other times the discussion or topic might be more economically oriented but always with sociological, anthropological, psychological, political, geographical and historic ramifications included as an integrated part of the topic in question. Thus, Rugg truly advocated social studies in theory and practice which was (and is) in sharp distinction to the nominal social studies one saw (and sees) practiced in American junior and senior high schools.

As mentioned, Rugg came from a very unusual background for a curriculum developer. His major in college was civil engineering and he received a C. E. degree as well as a bachelor's degree. He then taught Civil Engineering at Millikin University for two years before returning to graduate study in education under William C. Bagley at the University of Illinois. Rugg studied educational psychology, statistics and foundations of education. His first important work was on the transfer of knowledge and he attempted to synthesize all that had been done in the area to that time (1914) as well as run his own study.

Upon graduation Rugg went to teach at the University of Chicago where he began extensive curriculum work in the field of mathematics education. At Chicago Rugg and John Roscoe Clark developed and "marketed" locally, at no profit, algebra materials for the secondary school. Harold Rugg's teaching and writing consumed much of his time in the years 1915 to 1919. One project grew out of the United States' entry into World War One. Thorndike and others organized a group of educators, psychologists, statisticians and business leaders into the army's Committee on Clarification of Personnel, of which Rugg was asked to be a member. In a year's time, they compiled reams of quantitative data analyzing human and material needs.[5]

It was in this group that Rugg found a new type of person, the aesthetic intellectual, and Rugg was overwhelmed by the depth and breadth of knowledge that he was totally ignorant of. Rugg began to dabble in these "new" areas of interest but then returned to teaching at the University of Chicago for the academic year 1918-1919.

In the fall of 1919 Rugg moved to New York as associate professor of education at Teachers College and educational psychologist of the Lincoln School. There he compiled data on the capabilities and performances of the exceptional Lincoln School student body. During this time Rugg formulated a plan to pursue his own intellectual growth and to provide America's youth with, what he perceived as, vital knowledge for citizenship.

Rugg needed more time for development, however, and he was given six months off to read and cogitate. That granted, he spent that six months reading the works of scholars and social critics such as Charles Beard, Thorstein Vehlen, John Maynard Keynes, Bertrand Russell, Bernard Shaw, R. H. Tawney, James Harvey Robinson, et al. Robinson's New History

particularly excited him, and he attempted to apply its premises to his anticipated Social Studies series of pamphlets.

During the year 1920, Rugg along with his brother Earle, J. Montgomery Gambrill, Daniel Knowlton and Roy Hatch founded the National Council for the Social Studies. Harold soon lost vital interest in the group but maintained contact with it throughout the years. Earle felt "frozen out" by the eastern establishment and was somewhat bitter over that state of affairs. Earle, a history teacher in Oak Park, Illinois, had been Harold's most constant contact with the field of social studies and it was partly at Earle's urging that Harold had considered pursuing social studies. Later (1921) Earle followed Harold to Teachers College to pursue his doctorate and work on Harold's "team," developing the social science pamphlets.

Harold's reading of these "Frontier Thinkers" both annoyed and exhilerated him. At daily luncheons Rugg bombarded Clark (now also at Teacher College) and Hughes Mearns, professor of education, Teachers College, with the need for all to know what he, Harold, was discovering. Rugg felt that he had been deprived of such knowledge and it was his duty to inform the children of the United States of this knowledge. As he recalls saying, "Something must be done about this! Our youngsters must know these ideas! The high school should build an understanding of the rise and spread of industrialism around the world!"

While in Chicago in 1920, Rugg had discussed with his brother some of these ideas and of shaping them into a social studies curriculum.[6] Now he had even more material to work with and in his mind began devising the framework to "showcase" these ideas. As developed, the concern would be with the junior high school. Then the curriculum would be expanded up to the

senior high and down to the elementary grades to form a totally articulated social studies curriculum. At no time was there the intent to design an isolated curriculum for each division of the school.

Rugg originally aimed his books at the fifth and sixth grade level. Rugg assembled a team from Lincoln School consisting of the high school history teacher, a geography teacher, an elementary history teacher and elementary "room" teacher. Immediately difficulties arose. Rugg recalled,

> My plan wasn't too clear, even to me, and to the teachers it was utterly nebulous. We were certainly not equipped to do the difficult task of assembling new reading and study and work materials in a vast field where there was almost nothing. It meant mimeographing and graphing, making bibliographies, planning excursions for the children to various parts of the city, keying in the work of the "arts" teachers, the "science" and "industrial arts" teachers and others to see our new program, holding round-table discussions, providing for sufficient practice on the "skills" and what not. I had never taught in the elementary school--and yet I had to teach, to illustrate to the other teachers what I was talking about, improvising a good deal of it as I went along. The elementary teachers had never worked at research problems; neither had they acquired a clear conception of the "new history" or of my theories of integration of the "social studies." And the high school history man was downright opposed to the whole idea.

After a year of trial and error the team agreed to disband except for Emma Schweppe, who remained with Rugg for several years aiding in writing and teaching the new material.

Although this effort resulted in the disbanding of the original team in the summer of 1921, a new revitalized team was formed soon after that with Earle Rugg as a new key member. With Earle's arrival in 1921, the plan of action was recast. Harold, Earle and Ms. Schweppe discussed the materials that had been produced. Examining them and the educational field made them

decide to now refocus the materials on the junior high school for a number of reasons. The most obvious of these was the difficulty of the concepts involved and the confused state of the junior high school, and "social studies" in particular.

The junior high school, originally concerned in the early 1900's in America, had grown in a crazy-quilt pattern of disorganization, poor administration, poor materials and a staff wholly unprepared for the singular psychological qualities of adolescents.

The curriculum of the junior high school was more often than not, merely the high school curriculum "shoved" down to the junior high level. This might seem absurd, but there was some method in this madness. The lack of textbooks at the junior high level necessitated such a move. The high school texts were simply used at a deaccelerated rate or at a shallower level.[8]

Thus the acute shortage of texts and the relative youth of the junior high as an institution made an experimental series on social studies seem quite timely. In addition the Committee on Social Studies of the National Education Association broke with the American Historical Association traditions and recommended geography (with some European history) in grade seven, American history in grade eight and political, economic and vocational civics in grade nine. By 1919 these recommendations had become the most popular offering for the junior high school, yet no national series and few local materials truly met these recommendations.

Rugg realized, then, that if he could provide a well-written, all-encompassing series of social studies materials, it had an excellent chance of being adopted almost immediately by schools across the country.

Rugg examined the contemporary curriculum in history, geography and civics with these questions in mind:

(1) Does the present curriculum treat adequately the pressing industrial, social and political problems of the day?

(2) Are problems of government adequately treated by histories and civics books which pay chief attention to political affairs?

(3) Do the new school histories pay more attention to industrial and social matters than the older ones did?

(4) Do social sciences textbooks furnish backgrounds rich enough for constructive interpretation?

(5) Are social science materials so organized as to give thorough practice in deliberation?

(6) Does the present division of social science materials into separate subjects aid or hamper the teacher and the pupil?

(7) What dominates our social science instruction: reading about life or participation in life activities?[9]

Rugg answered an emphatic "no" to questions one, two, four and five, and an equally emphatic "yes" to question three. The answers to questions six and seven were equally obvious before Rugg "answered" them. He then set out to expedite these important matters.

With Earle's help, they put together nearly a thousand pages dealing with contemporary problems, all written for junior high school children.[10] These materials were used at the Lincoln School during the school year of 1921-22. By the middle of that year it became obvious that implementing their plan in public schools would be impossible as long as they continued

to use mimeographed materials. Rugg summed up the shortcomings by saying that, "They were hard to read and generally uninteresting. With them clear pictures, photographs and other illustrations were out of the question. Public school experimental work required large editions, also impossible with mimeographing."[11]

Rugg then proposed the printing of experimental editions for selected public schools. A budget was prepared and presented to Otis Caldwell, the Director of Lincoln School, and funds were then solicited from two large foundations.[12] The requests for funding were denied which left Rugg without support for his project. He then suggested duplicating a technique that he and Clark had used in Chicago with their algebra materials. Rugg would use the contacts that he had made at Illinois, Chicago and Teachers College to finance the project. School personnel (superintendents and teachers) would be asked if they would subscribe for enough copies to supply one experimental class at each school. In Chicago, Rugg and Clark had had sixty school people cooperating with them. Now Rugg solicited support from five times that amount--thre hundred superintendents, principals and teachers in public and private schools. Most were former students of Rugg's and were terribly excited by Rugg's proposal, if one can judge by the response that he received.

In the spring of 1922, Rugg sent out a short mimeographed announcement of a proposed general social science course for the junior high school. Since nothing had been written or printed as of yet, Rugg asked for cooperation, sight unseen. He simply described his ideas of truly combining all the social sciences, said he would write and publish the materials and that they would be in the form of pamphlets, probably eight per year per class.

The response to Rugg's "feeler" was astonishing to Rugg. The orders poured in, many with the caveat that the pamphlets would be taken only if all would be shipped, pamphlet by pamphlet, on time. By June, Rugg had actual orders for four thousand copies of each of the pamphlets.[13]

Rugg and his team, which now consisted of Earle, Emma Schweppe and Marie Gulbransen (a former student and assistant at Chicago) now had established a semi-autocratic regime because of the constraint of time. Rugg certainly realized that someone else might discover his "gold mine," so time was certainly of the essence. Harold wrote; Earle did research, documented material and prepared suggestions for teachers. Marie Gulbransen revised and read proof. As Earle recalled,

> We wrote 2,200 pages and printed it in Yonkers, New York during the year 1922-1923. Harold and I wrote rough drafts, then a trained editorial worker, Marie Gulhransen, rewrote it for printing. She averaged fifteen pages per day (including Saturady and Sunday) to the printer and sometimes we were barely a day ahead of her. I wrote exercises, tests and the like in the pring shop. We lived there at the time. We also handled the shipping, but the volume was so great that Harold finally hired a man to ship the pamphlets.[14]

Harold also recalled this chaotic scramble in much calmer, retrospective tones, "The first pamphlets were sent by the end of the summer (on time) to the cooperating schools. Thereafter every two months they received another."[15] Because of school requests for fewer items, the number of pamphlets was changed from eight per class to four per class per year. In the spring of 1923, with "the seige" (as Harold called it) over, Earle and Harold sat back, relaxed and planned for the next year, now with the help of feedback from the cooperating schools.

Rugg's curriculum had ostensibly been built around the thoughts and writings of "the frontier thinkers" on what he referred to as the five frontiers,

> the educational frontier - studying and building the story of man and his changing society.
>
> the social frontier - the study of man and his culture.
>
> the personal frontier - the study of the organic life of the living creature.
>
> the psychological frontier - the psychology of man and his changing society and the study of his methods of inquiry and work, especially the creative art.
>
> the esthetic frontier - the study of man's statement of his view of life.[16]

He sought to explore the first, but found it impossible without knowing tools from the other four, although he acknowledged that he was not adept with them when writing the pamphlets and later the series, Man and His Changing Society. In order to truly borrow meaningfully, with design from these other frontiers, Rugg realized that he needed an increase in two things, time and manpower. Harold and Earle saw the project as being improved and shaped over a three year experimental period. This longer amount of time would, it was hoped, improve on what Rugg noted as shortcomings.

> Each pamphlet had to be longer, and a vast amount of research had to be done on a score of phases of the local culture which we had not touched before. The materials had to be much better organized and written better, or perhaps I should merely say in good form. That they were not in the first edition is a certainty.[17]

The Rugg Team. In order to do the additional research that Rugg deemed essential, he needed a greatly expanded staff. From the sale of the Social Science Pamphlets, Rugg had set aside a research fund. He borrowed from this fund in order to pay these new workers. Most of them used their work with Rugg as the basis for doctoral dissertations, but none of them chose Rugg as their major adviser, although he received profuse

acknowledgement in their dissertations. Rugg was difficult to work for and, although a conscientious teacher, does not seem to have gained fame as an extremely interested adviser. Money was very scarce in Teachers College at that time and Rugg managed to hire an incredibly well-versed but impecunious staff. These research associates and their years with Rugg were:

Earle Rugg*	1921-23	Chester O Mathews	1925-27
Elizabeth Galloway	1923-26	Helen M. Lynd	1926-27
John N. Washburne	1923-26	James E. Mendenhall	1926-30
Hyman Meltzer	1924-25	Louise Krueger*	1926-
John Hockett	1924-27	Lawrence F. Shaffer	1926-29
Neal Billings	1924-27, 1928	Bertha M. Rugg*	1926-28

[18]

*These did not write dissertations. Mendenahll wrote his on spelling errors. Lynd wrote hers with her husband--the famous study of "Middletown."

The staff's assignments were divided up. Rugg contended that the research tasks were amalgamated into the second edition of the pamphlets. This is unlikely since some of the dissertations upon which results were based, were not begun until the second edition was being issued. What is more probable is the assertion of John Hockett.

> The second edition, written largely by Mrs. Woods (Elizabeth Galloway Woods), was prepared more or less simultaneously with the studies. Dr. Rugg, of course, went over Mrs. Woods' material and rewrote when he deemed it advisable. It is my opinion that the influence of the studies on the content and organization of the second edition was informal. It was Rugg's hope that the influence on the published edition (by Ginn) would be much more direct.[19]

Thus, many of Rugg's assertions of a totally scientific determination of curricular content were just not so, although he did concede this in That Men May Understand. He stated that, " 'scientific' (Rugg's quote) validation of concepts and generalizations were made, as far as possible."[20] Instead what they sought to do was maintain a critical attitude towards the

reliability of their sources, using only factually documented materials. They tried to portray with fidelity, "current and earlier modes of living by utilizing the statistics of social life and the judgment of frontier thinkers. Whenever numbers of similar identities could be found, these were tabluated and classified in frequency distributions and rank orders."[21] What resulted was Rugg rushing to print an edition claimed to be well prepared, but actually somewhat "slapdash" in its preparation. Rugg's claims and desires simply did not get transferred into the product because of his concern for rapid publication.

From this mass data collection, the dissertations emerged. Earle Rugg's Curriculum Studies in the Social Sciences and Citizenship was an investigation into citizenship values.[22] Hyman Meltzer did a study called, "Children's Social Concepts,"[23] which was a study of their nature and development, in the minds of children of . . . concepts whose understanding make some important situations of contemporary life more intelligible to us."[24] The us, of course, was the Rugg team. Meltzer tested students who had used the pamphlets and compared the results to tests of students who had not used them in terms of these "cue concepts of contemporary life."[25] This was Rugg's term, but was adopted by the team as an acknowledged need.

Undoubtedly, Rugg was a spellbinder to these younger workers who were happy to toil with such a prominent educator. John Hockett wrote, "He was ten years older than I and more experienced, and I greatly admired his almost unlimited energy, his enthusiasm and his many abilities. Working with him was a pleasure, but at times, it would be difficult because of his several enthusiasms and distractions."[26]

C. O. Mathews and Laurence F. Shaffer[27] followed Meltzer's technique but the latter focused on political cartoons, while the former examined

other "non-conceptual" materials: 1) episodes, 2) descriptions, 3) newspaper articles, 4) bar graphs, 5) line graphs, 6) circular graphs, 7) time lines, 8) pictograms, 9) maps.

These studies were important to Rugg since he could see how an average school child handled the Rugg materials. He had been dealing with the Lincoln School pupils and from Rugg's own testing, he knew that these pupils were far more intelligent than the average public school pupil.[28] The studies of Mathews and Shafer would be useful in Rugg's next revision of his materials.

John Hockett's dissertation, A Determination of the Major Social Problmes of American Life,[29] was a vital key in Rugg's structure of determining materials. The Rugg team used selected critical books of social analysts and news columns to determine these major social problems.[30]

A list of "frontier thinkers" and their books was built up by sending a letter to 150 selected persons, requesting a short list of books with "the most penetrating insight and critical analyses of contemporary life and problems,"[31] in particular fields, e.g., economics, law, sociology, the press, international affairs, immigration, geography, anthropology, and the field of artistic expression. Rugg explained in the latter that his team would study the books cited for "the purpose of analyzing contemporary life."[32]

The books were categorized and ranked by the team after receiving the various lists. Hockett then read the selected books and compiled a list of the issues and problems contained therein.

For the current events, the Rugg team used Literary Digest and the editorials of Outlook, The Independent, New Republic and Nation. These magazines were quite liberal in political and social stance. By only using them, Rugg's team produced a highly skewed interpretation of American society.

Rugg and Hockett also did research on map location and attempted to incorporate those findings into the series.

Another integral part of the team's research resulted in 888 social studies generalizations that were broken up into sixty-nine groups. Neal Billings, who did this study, incorporated the previous research of team members into this study.[33]

Despite the fact that the results were not immediately interjected into the development of the second edition of the pamphlets, the team had a great effect on that edition. They wrote parts, worked in collating, printing, shipping and anything else that was necessary.

Although the team was now much larger and more organized, the pace was still frenetic[34] and sometimes the researchers wrote all day, printed and packed at night and then literally passed out in their beds. Rather than be satisfied with any of the old writing, they rewrote everything. So Harold recalled,

> We scrapped the nearly nineteen hundred old pamphlet plates which I owned out at the Gazette Press in Yonkers and replaced them with some thirty-three hundred plates of the new description of society. In 1929 and 1930, all of these were also scrapped as Ginn and Company published the first six big volumes of Man and His Changing Society. Counting the mimeographed "first edition" and the reconstruction of the first commercial edition after 1936, I estimate that not less than ten thousand pages have been discarded to take advantage of new-found understanding data and historical developments.[35]

The second edition was written and regularly (on schedule) four times a year for three years, a new and enlarged pamphlet was "sent to the cooperating schools; in all about one-hundred thousand copies a year--the seventh grade ones in 1923-1924, the eight grade ones in 1925-1926."[36]

Most of Rugg's energy was bring directed toward his social studies materials, however, he did edit Part II of the Twenty-Second NSSE Yearbook,

The Social Studies in the Elementary and Secondary School. Even here though, some of his motives were to enhance the pamphlets. He noted that "the nationwide reading and discussion of these yearbooks stimulated interest in the social sciences and brought many school men to cooperate financially and otherwise in the pamphlet enterprise."[37] One chapter in the yearbook was on the pamphlets[38] and this certainly aided in their promotion.

The Rugg Hardcover Series. Finally, June of 1926 arrived and the pamphlet work was finished. Rugg saw an opportunity to reap greater financial rewards and take much of the responsibility off his own shoulders by publishing his materials through a commercial publisher. Many had contacted him concerning that possibility and some had asked for the opportunity to discuss contracts. Rugg, however, went to a fellow Dartmouth alumnus who "had long been my friend and a kind of elder brother adviser to me,"[39] Henry H. Hilton. Hilton was a Ginn and Company partner[40] and he, along with Charles H. Thurber, another partner, approved a comprehensive publishing plan. This plan was to include social studies from grades three to grades twelve, although a specific date was not set for the elementary school or senior high school series to be completed. The other partners approved the plan and, in the fall of 1926, an agreement was drawn. Rugg was satisfied with this arrangement since it assured publication of his entire proposed social studies series and took the publishing responsibilities out of his hands. Ginn was pleased since it was able to step into a series that was already immensely popular in selected schools across the country. The expectation of huge profits on the part of both parties was great, to say the least, and certainly not unfounded.

During the next three years, Rugg rewrote the Social Science Pamphlets with the aid once more of his team. Hockett said that Rugg did almost all

of the rewriting (and took all of the credit). The changes appear to be more in organization than in substantive content.

At about this time Rugg's infatuation with the creative arts began to "impose" on his social studies interests. So John Hockett recalled,

> While the social studies project was underway, he discovered the world of creative arts and read and experienced extensively in this field . . . Some of us working with him feared that enthusiasm for these latter areas might result in abandonment of the social studies project but fortunately, this did not happen.[41]

Only later, after the collapse of the social studies program, would the creative arts become preeminent in the world of Harold Rugg. Not that the arts were ignored by Rugg before that. As early as 1923 Rugg's comments on why people liked a particular song in New York were quoted in the New York Times.[42]

Rugg was not spending all of his time on the social studies revisions, but he was putting in quite an effort. As mentioned, the books were all being rewritten. In addition, he wrote a separate teacher's guide to be used with each volume (there were now to be six, two in each grade), and a pupil's workbooks for each volume. Both supplements were written with the assistance of James E. Mendenhall[43] as the most important (to Rugg) part of the materials. The larger volumes he referred to as reading books, not the textbook.

The first revised edition of the pamphlets, now in hard cover form, was published and distributed to the schools in August of 1929. This was An Introduction to American Civilization and was intended for the seventh grade. Every six months the next book in the series came off the presses. The last one, Changing Governments and Changing Cultures, was published on January 1, 1938 as the second volume for the ninth grade. This entire series was also revised, partly to allay some of the criticism that arose charging the books

with un-American views. However, this charge was not the major reason for the revision. As has been shown, the crux of Rugg's material was their contemporary nature. Revision was, thus, constantly necessary to maintain the topical quality of much of the material and this Rugg had done from the start of the enterprise. Had the sales of the volumes not plummeted, he would most likely have continued to revise them.

The revised editions of the textbooks appeared from 1936-1940 with some title changes, in addition to their being brought up to date. In between the revisions, Rugg, in collaboration with Louise Krueger[44] of the Walt Whitman School in New York, finally published the elementary school social studies series which consisted of eight volumes with workbooks. Rugg and Krueger's approach to the series was described by their publishers as "correct and interesting storytelling" [45] (Titles of the volumes appear on page 20). This series never "got off the ground." The junior high textbook furor overshadowed the elementary school series and the name Rugg on the title spelled doom to many school districts. Also, many school people disliked Rugg's "reverse concentricity" in format. The preferred, expanding communities approach of Paul Hanna began with the family and then built outward to the larger world. Rugg rejected this and reversed it, beginning with the universe, the solar system and the early earth. Read today, these books remain interesting.

Rugg also projected and sketched out his senior high texts but the same "merchants of conflict," caused this series to never reach the printer.

The addition of Ginn and Company to the Rugg "team" had another asset for Rugg and his series. Now other house authors could write of the greatness of the Rugg series and promote it. The prime example of this was

Burdette R. Buckingham's, The Rugg Course in the Classroom.[46] This book certainly aided (although to what extent cannot be precisely measured) the sales of the Rugg materials. Buckingham sketched the philosophy of the course, the psychology of the course, its proposed outcomes and discussed experiments using it. All in all, the book should have served to forward the use of the Rugg materials.

Rugg, himself, was not averse to pushing his materials, as was mentioned previously, when discussing his writings. Rugg also wrote numerous articles in various journals promoting the utilization of his techniques and products. He also published a monograph which was intended to explain and encourage the use of the Rugg materials.[47] The success of all these promotions can be partly seen in the revenues that Rugg received from the series. (p. 21).

The Rugg social studies materials were thus unique in their formation, their promotion, the organizational process as well as their content. Rugg had managed to meet a series of continuous dedlines as the pamphlets were written and received by schools. In his haste to publish and sell his materials, however, Rugg had sacrificed his theoretical framework for prestige and financial rewards. Certainly a strong inducement, but this resulted in a considerable diminution of the use of research data. At times the material showed the strain of these deadlines, but overall the series was a model for other curriculum developers to follow. And indeed they did just that. The content of the Rugg series broke new ground and that is reflected in many elementary and junior high school social studies materials, even today.

Rugg's expertise in any one social science was not deep and when experts in various fields examined or reviewed his books, they were found

lacking in the reviewer's own discipline. Not that Rugg's organization or choice of issues was poor. Many of Rugg's social science concepts are visible today in aspects of the "new" social studies. The chief weakness of Rugg was that he failed to use a proper panel of experts to create a new and better curriculum with Rugg as the leader of a team of social science experts. Had he done so, the materials created might have been incomparable. Instead, Rugg became enamored with his new power and knowledge. Nevertheless, the conceptual structure of his materials was excellent, but the actual process and product fell far short of even Rugg's anticipations.

Rugg's materials reached a zenith in the late 1920's and early 1930's. But for the controversy of the 1940's, Rugg's series might have been further revised and continued to grow in usage and respect.

Footnotes

1. Interview with Edgar Bruce Wesley, Stanford, California, April 23, 1974.
2. Interview with William Murra, Pueblo, Colorado, June 18, 1974.
3. Ruth K. Byrns, "Professor Harold Rugg: How an Educator Becomes an Issue," Commonwealth, XXXV, No. 2 (October 31, 1941), p. 45.
4. Agnes de Lima, Our Enemy, the Child, New York, New Republic Press, 1925, p. 135.
5. Harold Rugg, Than Men May Understand, New York, Doubleday Doran and Company, 1941, pp. 183-186.
6. Tape of Earle Rugg made in Greeley, Colorado, 1969, Courtesy of John Rugg.
7. Rugg, op. cit., p. 205.
8. G. V. Benet, The Junior High School, p. 59.
9. National Society for the Study of Education, 22nd Yearbook, Part II, The Social Studies in the Elementary and Secondary School, Bloomington, Illinois, Public School Publishing Company, 1923, pp. 1-24.
10. Rugg, op. cit., p. 206.
11. Ibid, pp. 206-207.
12. It isn't clear which ones. Harold does not say and Earle does not elaborate on his tape. John Hockett did not know, since he had joined the team in 1924.
13. Rugg, op. cit., p. 208.
14. Tape of Earle Rugg.
15. Rugg, op. cit., p. 209.
16. Cited numerous places in Rugg's writings from 1920-1950.
17. Rugg, op. cit., p. 217.
18. List taken from That Men May Understand, p. 218.
19. Personal letter, John Hockett to the author, October 11, 1974.
20. Rugg, op. cit., p. 220.
21. Ibid, p. 220.
22. Earle Rugg, Curriculum Studies in the Social Services and Citizenship, Greeley, Colorado, Colorado State Teachers College, 1928.
23. Teachers College, Contributions to Education, #192, 1925.
24. Ibid, p. 1.
25. Ibid, p. 66.
26. Personal letter, John Hockett to the author, October 11, 1974.
27. C. O. Mathews, "Grade Placement of Curriculum Materials in the Social Studies," Teachers College Contributions to Education, #241, 1921. L. F. Shaffer, "Children's Interpretations of Cartoons," Teachers College Contributions to Education, #429, 1930.

28. Rugg's annual report for Lincoln School for 1920, reported in the Teachers College Record (1920) p. 506 revealed this information.

29. Teacher College Contributions to Education, #281, 1927.

30. Ibid, p. 3.

31. Letter, Rugg to Nicholas Murray Butler, November 24, 1924.

32. Ibid. This letter may be seen in the Columbia University Special Collections located in Butler Library. It is similar in form to the other letters sent. Rugg also sent out thank you notes after receiving the list.

33. Neal Billings, Generalizations Basic to the Social Studies Curriculum Baltimore Warwick and York, Inc., 1929.

34. This pace was noted by Hockett and Earle Rugg who cited James Mendenhall as a particularly energetic worker. James, and later his brothers, came to Teachers College and worked with their uncle, Harold Rugg, who had married their aunt, Bertha Melville.

35. H. Rugg, op. cit., pp. 220-221.

36. Ibid, p. 221.

37. Ibid, p. 217.

38. Chapter XI, "A Proposed Social Science Course for the Junior High School." Earle and Emma Schweppe co-authored this chapter with Harold.

39. H. Rugg, op. cit., p. 223.

40. Ginn eschewed formal positions in favor of partners, much like a law firm. For details of the Ginn structure, see Seventy Five Years of Textbook Publishing: A History of Ginn and Company by Thomas Lawler, a Ginn partner, published by Ginn in 1938.

41. Personal letter, John Hockett to the author, October 11, 1974.

42. "Professor Rugg Comments on Why People Like 'Yes, We Have No Bananas!" New York Times, August 12, 1923, Section III, p. 8, column 1.

43. Mendenhall later edited with Paul Hanna, Building America, a monthly social studies supplement on major social issues.

44. At least one person who knew Louise Krueger found it impossible to believe that she could have written anything in the books. Fred Redefer claimed that her brother, Marvin, was the actual co-author. Rugg later made Louise Krueger his second wife.

45. Lawler, op. cit., p. 273.

46. Ginn and Company, 1935.

47. Harold Rugg, Building A Science of Society for the Schools, copyright 1934 by Harold Rugg.